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**Trent University**  
**Peterborough, Ontario**

**Brief to the  
Committee on University Affairs**


**November 1973**



## TRENT UNIVERSITY

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## 1. ENROLMENT

### 1. *Comment on your long-term undergraduate and graduate enrolment projections (CUA 73 - A).*

The enrolment in September 1973 - particularly that in the first year - was below the 1972 level, and this despite two very encouraging signs. About one hundred students who have been away from Trent University for periods of from one to three years have re-enrolled to resume their studies on a full-time basis. At the same time a considerable proportion, 23.6%, of our first-year class is made up of students who have "stopped out" from formal education, or have delayed entrance to university for a period of at least one year. The comparable figure last year was 14.5%.

The drop in first-year enrolment makes any projection of enrolment patterns highly suspect, particularly in the absence of knowledge about the student recruitment policies of other, larger universities. It is our belief that the total full-time undergraduate enrolment at Trent University will remain roughly constant over the next five years, at a figure of about 1900 (plus or minus one hundred).

Our graduate programme has always been a modest one, and no outstanding increase in numbers is anticipated.

Our part-time enrolment projection shows a slight increase only. More and more teachers (who have formed the solid base of our part-time enrolment) are completing their degree qualifications. Any significant growth in part-time enrolment will depend upon the accuracy of the authors of

The Learning Society in interpreting the "appetite" of other segments of society for higher education.

2. *Are you experiencing or do you expect to experience significant shifts in student preferences, for example, from Arts to Science or Professional Schools, or from physical sciences to life sciences or from, say, English to economics.*

No firm evidence of developing trends can be reported.

3. *What is your policy on class size?*

From its inception, Trent University has committed itself to "small group teaching", through the use of seminars, tutorials, and laboratory sections. Last year, when the university undertook the difficult task of examining its priorities in the light of financial exigencies, there was overwhelming support from all quarters of the university for these, rather personal, methods of instruction.

We know full well that the student/faculty ratio required to maintain our small groups is lower than that to support a traditional lecture system. We know, too, that many outside Trent are of the opinion that this lower-than-typical student/faculty ratio for undergraduate arts and science makes Trent an unreasonably high-cost university. But there are a number of factors that make that simplistic impression suspect. Trent is a full university, not just a faculty within a university; Trent does not carry graduate school overhead, so much of which is used at other universities to subsidize undergraduate activity; the measure of expense is false, for that measure is an inequitable formula.

We at Trent have carefully examined our priorities, and we believe that we have sacrificed many of the costly attrac-



tions and benefits of the larger universities in an attempt to maintain our small-group teaching, and the relatively low student/faculty ratio that that entails, as well as to maintain, as best we can, our emphasis on library development.

It is our belief that at higher enrolments than we foresee for the next few years it would be possible to operate our system at a 15:1 student/faculty ratio, compared to our present ratio of 12.5:1. We are confident that society will not sacrifice our attempt to be distinctive and to create diversity of educational opportunity for Ontario's students at the altar of a poorly conceived formula for the distribution of operating grants.

4. *To what extent are "stop-outs" re-entering your University? Are they coming back as full-time or part-time students?*

Partial answers to these questions are included in the reply to I.1. We are pleased to see our "drop-outs" returning, and to know that many "stop-outs" are choosing Trent as a university in which to study. But we do not believe that it would be wise, year by year, to give undue emphasis to trying to gauge the numbers of students involved. If the drop-out and stop-out phenomenon is a transitory one, then we should not give to it much specific attention. If it is long-term, then its net effect on numbers will be small, although it may have some impact upon the university as a society.

This latter aspect would be worthy of study, but it is, as yet, premature to undertake such a piece of work. Universities would require a number of years to adjust to the new and continuing internal social factors that would be involved.

5. *How do you propose to resolve the problem of changing student program preferences under the constraints of steady-state enrolment and tenured faculty? Are traditional academic teaching patterns being broken; that is, are faculty increasingly teaching outside their specialities?*

Trent University, over the years, has developed programmes of interdisciplinary studies to widen the learning opportunities for students while, at the same time, involving faculty from less heavily enrolled disciplines.

The Canadian Studies Programme and an increasing commitment to comparative literature and literature in translation provide a greater variety of course choices and at the same time involve participation by a number of departments.

This fall, the science departments have co-operated to offer two half courses: The Origins of Our World and Medical Science and Man. Members of the departments of Chemistry, Physics, Mathematics and of the Health Service will be involved. As well, the Chemistry and Physics departments, with support from Biology and Geography, have developed a course in the Scientific Bases of Environmental Problems. These offerings are expected to attract students who are not concentrating on "hard" sciences but would like to be more informed and aware of matters which touch on such areas.

College courses provide a similar function. Man and Survival, Science in Society and Canadian-American Relations are courses offered for credit by the residential colleges. Faculty from various departments are fellows of each college, and these courses may involve as many as 7 or 8 departments directly, and possibly 16 or 17 indirectly. The



college sponsorship of a course allows the maximum opportunity for experimentation and innovation under circumstances which also ensure the academic validity of the offerings. It is hoped that the reputation and academic value of these new offerings will continue to attract students and help to balance out enrolments among departments.

A proposal was made about the possibility of restricting a student's freedom of choice in the first year, at least for the 'fifth' course. There are both academic and practical objections to such a procedure, and the university awaits the recommendations of its Academic Development Committee.

Another "stratagem" for retaining flexibility in the face of steady-state enrolment is to make sessional (limited term) faculty appointments rather than the regular probationary appointments (which lead to tenure). Almost all new appointments for 1973-74 have been replacements or have been made to cover a particular (i.e. temporary) situation, and all but one are sessional. We do not believe that this is a situation which is acceptable for the long run, but it has been made inevitable by the present tenuous and difficult financial situation.

6. *Is the University Application Centre fulfilling your expectations?*

Trent University did not favour the establishment of the Ontario Universities' Application Centre, nor does it favour its continued existence. This is in no way a reflection upon the Centre's staff. Rather, the Centre was set up to deal

with an anticipated surplus of applicants to Ontario's universities. It was designed to ensure that no qualified applicant was turned away from a university programme, but the spectre of an applicant surplus proved illusory and the Centre was, in fact, functioning with a scarcity of applicants to fill the available university places. The basic purpose of the Centre was therefore defeated, not by its own failings, but by a dramatic shrinkage of student interest in universities. As far as we can judge, the Centre serves no useful purpose that could not be handled in a more economical manner, and is instead drawing off some \$300,000 per year of scarce educational dollars!

The Centre requires a student to make a selection of universities during the first term of the school year, at a time when students have not even had an assessment of their capacity in Grade 13 studies. It costs each applicant \$4.00 (a figure that will increase to \$6.00 next year), but none receives any greater benefit from the Application Centre's functioning than from the co-operative arrangements which existed without cost in previous years. Thus, it is difficult to defend logically the position that the Centre is of any benefit to any applicant. Further, the experience at Trent is that an unwanted barrier has been placed between the applicant and the university.

The Centre creates an additional workload for school guidance offices, partly because of the increased number of changes of choices because of the early application date and partly because of verification required under the system.

Although the verification system is to be modified this year, the problem of changes will continue as long as the applicant is required to make a choice before his or her mind is made up. Thus, time which could be better spent by guidance personnel on counselling students is devoured by paper work.

The universities also suffer delays, with the greatest coming at the time of receipt of applications and acceptance of offers. All procedures must be tied to those of the Centre. Although we must anticipate problems and respond to applicant complaints over procedures, we must work under priorities and procedures which are inappropriate to our own style and size of operation.

The Government is the only party which seems to obtain any benefit from the system. This benefit is in the form of statistics which may be valuable to the Ministry and worth collecting. We believe, however, that \$300,000 is a lot of money to spend to capture statistics which could be gathered more economically in other ways.

The Centre was designed for a time when there were not enough places for all applicants. There is now, and it appears that there will be for the immediate future, a surplus of places in all universities and in most programmes. We suggest that the Centre should be abolished and replaced with a modified common application form, one part of which could go to the government for its statistics on applications. The universities should then commit themselves to providing the government with lists of all accepted and registered new students. By these simple, low-cost means, the government



can obtain the statistics it needs, and the cumbersome and costly procedures of the Centre can be abandoned.

7. *What is your policy on the admission of non-Canadian students?*

The university accepts applications from non-Canadian students. Such students are deemed eligible for admission if they meet two general requirements: (1) they are eligible for university admission in their home countries and have satisfactory standing in the subjects offered; (2) they can satisfy the university of their facility in the English language. Exceptions to (1), above, do exist in that in some cases higher requirements are in effect than those which allow admission to home universities: i.e., candidates from Latin America are required to have the equivalent of first year at a recognized Latin American university. The exceptions which apply at Trent are similar to those at other Ontario universities. The Committee on Admissions uses the Michigan Test of English as a Foreign Language to determine an applicant's command of English.

8. *What is your policy on the admission of students from other provinces?*

The Ontario Universities Council on Admissions has conducted equivalence studies on the secondary school preparation of students in British Columbia, New Brunswick, Nova Scotia, Quebec (report issued in January of 1972) and Manitoba, Saskatchewan and Alberta (report issued in April 1973). Trent University welcomed these reports as a rational basis for evaluation of student programmes for admission to the

provincial universities. A final study is now being prepared on Newfoundland and Prince Edward Island. Trent University at present uses the traditional criteria for students from these two provinces: i.e., satisfactory completion of year one at the University of Prince Edward Island or at Memorial University enables a student to enter year one at Trent. When the equivalence studies of these two provinces are submitted by O.U.C.A., our Committee on Admissions will give them careful attention and consideration.

## II. UNDERGRADUATE STUDIES

1. *Describe any new undergraduate program innovations which you wish to bring to the Committee's attention.*

A number of new undergraduate programmes have already been mentioned (1.5), but a further comment should be made about Canadian Studies. During the past year, the first core course, Canada: The Land, was offered and a further core course, Canada: The Development of Community and Identity, will be offered in 1973-74. These courses are compulsory for students who wish to achieve the designation "Canadian Studies" with their degree. Both courses are interdisciplinary in emphasis. Two allied courses, Development of Art and Architecture in Canada, and Public Policy and the Canadian Environment, are being initiated in the 1973-74 academic year. In addition, a choice from over 40 regular courses may be made by students in this programme from offerings by 9 different departments.

In the coming year, Trent will offer for the first time an opportunity for its students to participate in a co-operative programme in teacher education with Queen's University. The new concurrent programme will allow students in their first year to join an exploratory non-credit seminar while pursuing five Arts and/or Science credits. In the second year, students will enrol in the Educational Psychology course at Trent and will be engaged in a variety of activities both on campus and in local schools. The final years will be divided between Trent and the Faculty of Education at Queen's



University, and students will graduate with a B.A. or B.Sc. (Trent) and a B.Ed. (Queen's).

Also this fall, Trent and Sir Sandford Fleming College are co-operating in a programme which allows Trent students to enrol in fine arts courses at Sir Sandford for credit at Trent, and reciprocally, allows Sir Sandford students to pursue at Trent for credit at Sir Sandford such courses as the History of art and architecture in Canada; the arts of Africa, Oceanic and the Americas; and Studies in twentieth century poetry and fiction.

The Native Studies programme has expanded over the past year and an experimental programme allowing practical experience in education and social services is being developed. If sufficient funding can be found, Trent students in the Native Studies programme will spend portions of their time in schools and working with social service agencies associated with the native peoples of Canada.

Trent has established a General Degree Programme for students whose interests lie outside major programmes offered in the university. Students are able to define their own general programmes, with the condition that an integrating rationale be established by the student in submitting a proposed two-year (ten credit) course of studies at the beginning of his or her second year for approval by the Senate Undergraduate Studies Committee. Various general programmes, often designed for specific career objectives (in teaching, medicine, or law), have been suggested and considered to date, and these include specific programmes in social theory, development studies, education-

al studies, legal studies, nineteenth-century studies, and religious studies. Other thematic programmes can be developed from courses listed within the university calendar.

2. *Comment on the calibre of recent entrants from Ontario high schools.*

There seem to be increasing problems in basic literacy and in numeric skills and it is being found that remedial work is frequently necessary in the early stages of first year.

The first report of a special study on admissions conducted at Trent last year is in the process of preparation. It is hoped that the report may be available for the November meeting.

## III. GRADUATE STUDIES

3. *Describe any program innovations which you wish to bring to the Committee's attention.*

It has been the policy of Trent University that the building of a sound undergraduate programme must be its first priority, but that the development of graduate studies would proceed in an orderly way as a logical extension of its undergraduate base. The first M.Sc. offering, in Chemistry, was approved in 1968 and the intervening years have seen initiation of an M.Sc. programme in Physics and an M.A. in History. An M.A. programme in Anthropology was favourably appraised last spring and is expected to get under way within the coming year.

As the university this academic year reaches the end of its first decade of operation, we are in the process of examining the status of graduate studies at Trent. Now that a broadly based undergraduate arts and science programme has developed, with Honours B.A. and B.Sc. offered in a number of subjects, Trent may be in a position to move into graduate work in certain new areas, and to undertake modest expansion of its existing offerings. At Trent and elsewhere, it will scarcely be possible, even if it were desirable, to attempt a sizeable expansion, given the present job market in most fields and policies of the provincial government on graduate education. In line with these factors, two approaches can be envisaged: (1) the development of unique or innovative new programmes at the Master's level, on our own resources, which would emphasize particular concentrations of strengths



now existing or emerging, and (2) co-operative ventures with other Ontario universities, at both the Master's and Ph.D. levels, making use of faculty, staff, and physical resources to augment the scope and strength of both departments.

Steps have already been taken using both approaches. The M.A. programme conceived by the Department of Anthropology, "Art and Archaeology of the Americas", is believed unique in Canada and will be built around the wide range of expertise and facilities now existing in that discipline at Trent. Emphasis in the Chemistry Department's M.Sc. programme is shifting to some degree towards part-time offerings in an effort to draw teachers and others who wish to upgrade their qualifications but are unable to undertake full-time study; this year the department has had part-time graduate students from Peterborough and elsewhere. Although no firm proposal has yet been prepared, planning is currently under way by the departments of Biology and Geography for a joint M.Sc. programme in environmental science.

Informal consultation has begun between chemists at Trent and Queen's with a view to some degree of collaboration between the two departments at the graduate level. It is too early yet to foresee the final outcome of this experiment, but it could range all the way from a limited and informal exchange of seminar speakers and sharing of equipment up to joint formal programmes at the Ph.D. level. Extension to other disciplines is a future possibility.

1. *What is your attitude to the ACAP planning assessments? Do you foresee any implementation difficulties?*

Our feelings towards the ACAP planning assessments are mixed. We accept the argument that rational planning for the future at the graduate, and especially the Ph.D., level in this Province presupposes some type of assessment of current status and foreseeable prospects in disciplines offering graduate programmes. We are pleased to support the directions recommended by COU in its reports on Chemistry and Economics.

One aspect of Trent's concern is the present procedure of assessing individual, unrelated disciplines. The past year has seen assessments of such disparate subjects as Library Science, Geography, Chemistry and Economics. The point has been made by COU, and we concur, that assessment of groups of related disciplines as a package is the ultimate goal.

We are disturbed by the time being taken to carry out the assessment programme, fearing that current policy and practice could well lead to serious academic imbalances. An obvious danger is that universities may be tempted to concentrate resources in areas where the early assessments indicate weaknesses, thus leaving disciplines to be assessed later in danger of starvation. While this situation may be impossible to eliminate, current practices appear likely to exacerbate the problem.

There is a more insidious danger -- that undergraduate programmes may be adversely affected. A situation can be en-

visaged in which discipline "A" in a given university is encouraged to develop at the graduate level because such development would harmonize with an overall plan, while parallel development of an equally strong discipline "B", which would not so harmonize, is not encouraged. Under these circumstances the ensuing concentration of a university's resources in "A" would be reflected at the undergraduate, as well as the graduate level, and the undergraduate instruction in "A" and "B" could become unbalanced.

Perhaps the most disconcerting feature of the ACAP assessments is what seems to be an obsession with numbers. We are concerned in this as in other areas that the vital concept of quality is being submerged in an apparently endless preoccupation with quantity. We read of a "critical size" in Ph.D. programmes, and we are concerned that somewhere in the blizzard of numbers the value of the interaction between the superior teacher and the superior student has been almost totally obliterated. In choosing its consultants perhaps ACAP should make some effort to ensure that the point of view of the large graduate school is not the only one represented, and that persons with experience of Canadian traditions are represented more frequently.

Further, it is our belief that in discipline assessments there is the danger of inflexibility. To break discipline



planning down into "sub-disciplines" and "sub-sub-disciplines" in a rigid manner risks circumscribing freedom of planning just when interdisciplinary studies are assuming more importance.

## V. RESEARCH

1. *What is your policy on research and how is it administered?  
What approvals are necessary before a professor can accept a research grant?*

(1) Trent University's policy on research is set out in a report adopted by the Senate in 1970. Recognizing that Trent will remain a predominantly undergraduate institution, and that graduate programmes will not develop rapidly, or soon, beyond the Master's level, Trent University nevertheless gives a high priority to the support of faculty research, independent of any connection with graduate studies. From its early years, Trent University has maintained a policy of providing the best research facilities commensurate with the resources of a small institution. Library resources to support research over a range of disciplines are being developed, and our current holdings stand comparison to those of other Canadian universities of comparable size and age. Apparatus available in science disciplines has generally been more than adequate and frequently excellent in the research areas in which our faculty specialize. Although policy on research is not tied to graduate studies, we recognize the existence of graduate programmes as being beneficial and thus graduate development has been encouraged.

Administration of research and formulation of policy are responsibilities of a Senate committee. It receives and considers applications for research support in excess of \$1000 from faculty members, disbursing grants from the President's NRC grant and from internal funds reserved for research,

mainly in the Arts. Smaller requests are handled by committees advisory to the Dean of Arts and Science.

In spite of good beginnings, the future of research at Trent is cloudy owing to the current climate of financial stringency. Pressure towards heavier teaching loads diminishes the quality and quantity of research at any university, but in a small one, its very existence can be jeopardized. Without the numbers of graduate students found in larger institutions, many of our faculty are hard-pressed to maintain research at a high enough level to retain external funding and to compete with institutions where research year-round is the norm. This is especially true in some science disciplines where reductions have been made in order to accommodate to straitened financial circumstances.

This university strongly endorses Recommendation C3 of ACAP's report on the Chemistry Planning Assessment, approved by COU and supported independently by the Solid Earth Sciences report, which asks that action be taken by the provincial government to facilitate active involvement in research work of faculty members in any departments not authorized to offer Ph.D. programmes in the field of study, and that mechanisms to generate operating income for research, independent of graduate enrolment, should be put into effect.

Other problems loom on the horizon. We are concerned about the long-term effects of reductions in the library acquisitions budget, especially during a period when development of a cooperative library system is in its infancy. As well, the obsolescence and deterioration of scientific equipment, in the absence of any adequate provisions for re-



pair and eventual replacement, are causing increasing concern for the long-term effects not only on research but on teaching as well. No illusions should be held that universities can for more than a few years fulfill the roles demanded of them in modern society with inadequate or depleted library resources and obsolete, worn-out equipment. We regard these matters as among the more serious problems now facing the university.

In summary, while Trent gives encouragement to research by its faculty, we are increasingly worried that continuing financial restrictions will deprive our faculty of both the time and the tools to conduct research effectively, to the detriment ultimately of our entire academic programme.

(2) Applications for research grants must be approved by the departmental chairman, the Dean of Arts and Science, and the President. Requests for amounts between \$10,000 and \$20,000 per annum are reviewed by the chairman of the research committee, who has authority to question the applicant and, if necessary, to recommend that the application not go forward in the form submitted. Requests in excess of \$20,000 are discussed with the Research Committee as a whole. Informal consultation with the financial officers of the university is undertaken as appropriate.

Trent University does not, as a rule, enter into arrangements which will formally involve it in conducting research the results of which cannot be published and circulated publicly.

## VI. PART-TIME STUDENTS

1. *What progress has been made on the implementation of guidelines for part-time students?*

Trent University believes that it meets, and in most cases exceeds, the guidelines of September 1972 for integrating part-time students into Ontario universities.

All classes at Trent University are open to both full-time and part-time students, and faculty are engaged on the basis of teaching courses rather than the category of student. The same full-time or sessional faculty who teach during the day may also be required to teach one or more evening class. All sessional and full-time appointments at Trent have always been made without regard to the status of the student to be taught. No extra payment is made for classes taught in the evening.

All Trent University courses are open to all students who have the necessary prerequisites, and both full-time and part-time students are required to meet the same academic standards. New course offerings proposed by individuals or departments are carefully considered by the university's Academic Development Committee and approved by Senate before being implemented. No courses have been developed solely for part-time students.

Discussion is now underway at Trent to establish a college for part-time students so that they would have a college affiliation in the same way that all full-time students now have at the university.

The course credit system in effect at Trent lets students

proceed at their own pace in the fifteen courses required for an ordinary degree. Students can and do move between part-time and full-time status without penalty. All university scholarships are available to part-time and full-time students on the basis of the student's academic achievement alone, without regard to full-time or part-time status. Trent makes no distinction as to whether a degree was earned on a part-time or full-time basis: the only indication appears on the transcript which lists courses and sessions in which these were taken. Admission standards for all students are the same, and admission without Grade 13 is possible under conditions which apply to any applicants wishing to enroll on a full-time or part-time basis.

Trent University's classes, scheduled from 8:30 a.m. to 9:50 p.m., are open to full-time and part-time students. Late afternoon and evening classes have been developed primarily for the convenience of part-time students who have regular daytime commitments. Evening classes are sections of the regular day classes. Often, these are the only classes offered in the course and therefore would have proportions of full-time and part-time students. Part-time students are not excluded from any classes to accommodate full-time students. If enrolment in a course is limited, full-time and part-time students have equal opportunity to apply.

To assist part-time students in planning their programmes over a period of years, the university has developed a long-range timetable which lists late afternoon, evening,



and summer session courses which are scheduled for as long as four years into the future. The timetable, while not rigid, gives these students reasonable assurance that courses will be offered, and departments have generally been faithful in honouring their long-range commitments.

The guidelines suggested that some overload teaching for additional stipend would be allowed in "the transition period." Trent University presently pays extra stipends to instructors who teach in its summer programme and for its limited number of off-campus courses. Such teaching is done on a voluntary basis and is in addition to an instructor's regular teaching load. This policy is continually under review.

2. *Do you have any suggestions for increasing the accessibility for part-time students?*

The mobility of part-time students is not as great as is often suggested and job, family, and community activities place time restraints on many citizens who would like to take courses. If for the future Ontario universities are to make their courses available to these people, they may be required to initiate or expand a variety of services.

As suggestions of means to increase accessibility for part-time students, it has been proposed that courses might be offered at centres outside the locations of the main university campuses. Such courses would entail travel by one or more instructors per course, compared to the same travel for thirty to forty students. However, the costs to the universities of off-campus courses are higher than providing courses on campus, and yet are less than the cost of

establishing satellite administrative units. Special grants might be made by the government to encourage this development. The Office of Part-Time Studies has already begun an experimental programme of off-campus courses this year in the nearby centres of Bowmanville, Brighton, Campbellford and Lindsay. The continuation of any such programmes on a regular basis, however, would depend upon the willingness of government to provide the additional funding needed to match higher costs of off-campus offerings.

Because Ontario universities do not have uniform or convenient regulations regarding transfer of credit, some part-time students find it difficult to complete their degree requirements. A more flexible policy towards acceptance of transfer credits by the Ontario universities might create an incentive for part-time students to enrol in university courses.

The ultimate move towards widening accessibility could be to offer admission after testing and counselling to all applicants for a university course, in some cases perhaps on a probationary basis. The progress of the student at the university would depend on his or her ability to meet standards for the course. Such a system, in a modified form, is in effect at a number of universities, including Trent. By far the larger proportion of part-time students admitted on a probationary basis at Trent have obtained required grades and have had their probationary status lifted.

University courses could be offered, in co-operation with local industry, to employees who might be prepared to attend classes in the plant or factory during lunch hours , or in

short periods (say 1 hour) that a company might allow for such activity. By eliminating travel and re-location time, numbers of potential students from industry could take courses that could ultimately benefit themselves and the company.

The persons best able to tell how education might be made more accessible would be those in the community who are not at present in a university or in the educational system. A comprehensive and province-wide survey could show how many such persons would be interested in taking courses and what factors they see as needs or deterrents for their involvement in education. Trent University has recently requested government assistance to carry out a survey of this kind in the Peterborough area.

*3. Do you offer, or have you any plans to offer Masters and Ph.D.'s on a part-time basis?*

As already mentioned under III.3, Trent University does enroll qualified students wishing to proceed on a part-time basis toward the degrees of M.A. or M.Sc. To date, these students have been accepted into chemistry and history.



## VII. FACULTY

1. *What are your policies on tenure, sabbaticals, community involvement, summer school teaching, and professional income earned from extra-university sources?*

## Tenure

Initial appointments at Trent University are made on a four-year probationary basis with reappointment occurring annually. Tenure is granted on satisfactory completion of this probationary period.

Current financial uncertainties have required the university to make a disproportionate number of sessional appointments for the current academic year.

The university policy on reappointment and tenure is contained in the Second Report which received the approval of the Senate and the Board of Governors in 1969. Also available are three statements of amendment dated September 1970, November 1970, January 1971.

During the 1972-73 academic year, a joint ad hoc committee of the Senate and the Association of the Teaching Staff, under the chairmanship of Professor David Gallop, completed a massive study of matters relating to academic rank, promotion and tenure. The report has been received by Senate. Some recommendations have already been implemented and others are before appropriate committees for further review.

## Sabbaticals

University policy on leaves and sabbaticals is contained in a revised document which received the approval of the Senate and of the Board of Governors in 1969. This report has been supplemented by a statement of interpretation

prepared by the academic personnel committee in January, 1971.

In general each member of faculty accumulates a month's paid leave for each year of service. Sabbaticals are granted on a "maximum service" basis, subject to financial, departmental and individual considerations.

#### Community Involvement

From the moment of its founding, which was brought about through the imagination, initiative and perseverance of many citizens, Trent University has been committed and deeply involved in the affairs of the Peterborough community. Although no formal policy exists to require participation, large numbers of faculty and staff, and their wives and husbands, serve as members of the planning board, library board, boards of education, conservation authority, development association, as well as participating in numerous social service agencies and cultural, social and political organizations.

At a formal level, the Trent Geography Department recently conducted a research programme for the City of Peterborough, and Trent faculty members have provided expertise in water studies for the Otonabee Conservation Authority and the former Lake Ontario Development Council. More recently, members of Trent's Department of Psychology have organized a Centre for Exceptional Children, offering a service for consultation and diagnosis to various community agencies concerned for children with learning disabilities, mental re-

tardation and emotional disturbances.

This year, a credit course in the Politics of Ontario is being presented in downtown facilities. Interested citizens are encouraged to attend, on a casual and non-credit basis, any part or parts of the course which they find to be of particular interest.

With generous support from the Ministry of Colleges and Universities, Trent University has initiated a new taping programme, under which textbooks are being reproduced on tapes in an effort to develop a sizable library of materials to be used by blind and other physically handicapped students. The work now in progress should fill a gap in an important area of library service to handicapped persons both in Ontario and across Canada.

Committee members may be aware that, with the opening of Otonabee College, Trent University will be moving out of Rubidge Hall in the centre of Peterborough. Discussions have been carried on to make this facility available for the community. The university is hopeful that the United Community Services will be able to concentrate its agencies at this location and that other organizations offering services to people will locate in the building. If this development occurs, a significant improvement in the coordination of social services may be accomplished.

#### Summer School Teaching

Whenever possible, regular faculty are employed to teach in summer school so that the same emphasis on written work and small-group teaching pervades the summer programme as it does

the regular academic year. A process of developing areas of cooperation and joint offerings with Queen's University in low-enrolment summer school courses has been initiated. Professional income earned from extra-university sources

Because of their heavy commitment to the undergraduate teaching programme, collegiate activities and university committees, together with their own research interests, members of faculty at Trent have considerably less time to earn professional income outside the university than is perhaps the case at other universities. For this reason, no policy has been considered to be necessary.



VIII. STATUS OF WOMEN

1. *Do you have a policy on the hiring, remuneration, and promotion of women in all fields of employment in your institution?*

Trent University attempts not to discriminate in the hiring, remuneration and promotion of women in all fields of employment in the university.

2. *Do you have a policy on equal opportunity for women in admissions to all programs?*

All the academic programmes at Trent University are included within a single faculty of arts and science and no discrimination occurs against women in admission to any of these programmes.

## IX. STUDENT SUPPORT

1. *What effect has the new student award plan had?  
Can you suggest further revisions to OSAP?*

We assume that the Committee is seeking comment on the recent changes to OSAP. While recent changes are welcomed, we regret that reforms in this important area come only slowly and in piecemeal fashion.

Trent University has noticed several changes in the O.S.A.P. programme for 1973-74. First, average awards are higher this year as a result of the changes made in the parental income table. Secondly, many fourth year students have been assisted through the use of a Modified Group A status. Also, a change has occurred to improve the levels of award for married students.

The first change helps to correct the inadequate income tables used for several years in assessments. We note the inconsistency evident in the fact that, for purposes of OSAP, students continue to be regarded as minors and dependents, although Ontario has enacted legislation lowering the age of majority to eighteen years.

We believe further changes should take place each year to adjust levels of awards relative to movements in the cost-of-living index in Ontario. We believe further that government must take steps to ensure that in the Ontario society no persons capable and qualified to undertake post-secondary study should, as a result of financial limitations, personal, familial or other, be denied that opportunity. Further, persons who demonstrate need should have available to them adequate financial support, including some form of maintenance assistance, to permit them to attend the institution of their

choosing. We note that evidence is accumulating that loan forms of aid are a disincentive to students of moderate-income families, for whom post-secondary study should be made more easily accessible.

We have noted the introduction this year of a programme of aid for part-time students, including a pilot bursary programme, and we look forward to seeing these programmes continued, expanded and improved.

*2. What is your policy on entrance scholarships?*

Trent University considers all first-year applicants for entrance scholarships regardless of the choice of university presented on the common application form. In most cases scholarships are awarded after consideration of teacher recommendations and grades achieved during the last two years of secondary school. Trent awards a comparatively limited number of scholarships of high value each year, on the basis of spring interviews conducted by the Awards Committee with students who have demonstrated outstanding academic achievement in secondary school.

X. *FINANCE-OPERATING*1. *What is your policy concerning internal budget allocations?*

Budget allocations to all departments are recommended to the Board of Governors by the President following consultation with the Budget Implementation Committee (BIC). This Committee, a presidential advisory committee, is a sub-committee of the Senate's Budget Review and Priorities Committee (BRP). Recommendations by BIC, together with Presidential decisions, are reported to Senate through BRP.

The Budget Implementation Committee, composed of senior administrative staff, faculty and students, deals with matters relating to changes in the current year's budget and with the development of the budget for the coming year. The Budget Review and Priorities Committee reviews and comments on principles underlying the allocation of funds in the current budget and recommends priorities for the future as guidelines for BIC. The practices and structures at Trent are under continuous review.

No attempt is made to allocate funds to academic departments on the basis of B.I.U.'s generated. Recommendations are made on the basis of guidelines under which the following major factors are assessed:

- (a) Appropriate faculty staffing levels are recommended in consideration of student-course ratios and teaching loads. While variations must exist between departments for numerous reasons including laboratory work, departmental size, teaching methods - requirements are assessed in relation to the objective



that the operational student/staff ratio should increase to 15:1 as enrolments increase.

- (b) Requests for all new staff appointments and replacements are individually appraised by BIC.
- (c) Variable costs are subject to committee scrutiny. In the case of academic departments, allocations are made to provide for all expenditures other than salaries and benefits in amounts related to the size and special requirements of departments.

2. *Is slip-year financing a significant aid to planning?  
Are any adjustments related to slip-year necessary?*

The introduction of slip-year financing has undoubtedly been a significant aid to financial planning for universities not dependent on extra-formula grants. While the effective lead-time of approximately seven months (October 1 - May 1) is less than optimum, it does provide them with a base for planning not available under the previous system.

The scheme is, however, virtually ineffectual for institutions, like Trent, which are dependent on extra-formula grants. The Ministry has taken the position that no decision can be taken on compensatory grants for 1974-75 until there is some indication of 1973-74 enrolment levels; that is, by December 1973 at the earliest. The Ministry's position places Trent University, along with others requiring extra-formula support, in an intolerable position. Extra-formula support is critical to the university's operation; yet its amount will not be known (and cannot even be estimated) until a few months prior to the beginning of the fiscal year. Under

these circumstances, slip-year financing is of small value as an aid to financial planning.

We were encouraged to note from the following that the Joint C.U.A./C.O.U. Sub-Committee on Finance/Operating Grants recognized the magnitude of this problem for the small institutions in its recent proposal for revision to the operating grants formula:

"For universities with little or no extra-formula grants, the slip-year scheme gives about five months' lead time which in periods of little enrolment growth is most valuable. For universities receiving extra-formula grants, the lead time is reduced to a couple of months."\*

Indeed, Trent University's compensatory grant of \$1,652,000 for 1973-74 was not known until April 12, 1973, only 18 days prior to the university's fiscal year-end. Thus, operating budget decisions for the current year, along with those related to academic staff appointments, were made, perforce, without benefit of basic information necessary for the formation of sound policy.

If slip-year financing is to be a meaningful planning tool for the small universities, then, some method must be devised to provide adequate lead-time information on compensatory grants. The current proposal for formula revision, which is discussed below, would appear to provide a reasonable solution to the problem.

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\* "A Proposed Method of Revision of the Ontario Operating Grants Formula," Joint C.U.A./C.O.U. Sub-Committee on Finance/Operating Support, August 21, 1973, page 1.

3. *What is your current attitude to the present system of formula financing?*

The Joint C.U.A./C.O.U. Sub-Committee on Finance/Operating Support, in its August 1973 proposal for revision of the Ontario operating grants formula, has presented a concise summary of the advantages and disadvantages of the present system of financing university operations.

The disadvantages weigh heavily against the smaller institutions, in particular, and we concur in the following statement from the Joint Sub-Committee's report:

- "(a) The formula, based on student enrolment, can stimulate undesirable competition among universities when students become relatively scarce; those universities with widely known reputations, preferable geographic locations, greater ability to diversify their programmes to meet changing student preferences, and larger per-student scholarship and bursary funds can exploit these advantages to a greater degree in times of limited enrolment growth. In addition, the failure of the annual increment in the B.I.U. value to consistently match university cost increases forces universities that might otherwise hold their enrolment to scramble for students to keep their revenue rising at a suitable rate.
- (b) The above leads to the continued or new need for compensatory grants for those universities unable to compete successfully. The increased importance of discretionary funding decreases the planning ability of the universities affected owing to the

timing of the announcement of extra-formula grants; the late announcement of these grants is in part a result of there being no publicly known formula for such grants.

- (c) The weighting scheme, itself, appears in retrospect to favour universities with relatively large graduate schools. For some of the smaller universities concentrating on undergraduate studies the bias within the weighting scheme is partly overcome by compensating grants; a university such as Carleton which receives no extra-formula grants experiences the full effect of relatively low undergraduate weighting.\*

Trent University welcomes and supports in principle the Joint Sub-Committee's proposed method of formula revision. The proposal appears to rectify the more serious of the disadvantages of the present system.

In commenting on the proposal, we are assuming that the Sub-Committee's intent is that there should be no serious impairment of the operating income of any institution. If that is indeed the intent, then the level at which adjustment grants are to be established under the proposed formula is of prime importance.

During 1972-73, Trent University undertook expenditure cut-backs and reductions of staff through attrition. Actual expenditures were reduced by almost \$600,000 from budget (a reduction of approximately 6%). Any further reductions in expenditure levels would have serious, long-term con-

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\* Ibid., Page 2.



sequences for the academic programme. It is therefore essential that the proposed adjustment grants be established at a level that recognizes and fully supports the existing cost structure of this university.

The adjustment grants as set out in the Sub-Committee's report assume that the universities will achieve their enrolment targets for 1973-74. However, Trent University for one will fall short, and its December 1 enrolment will be approximately the same as at December 1, 1972.

Schedule "A", attached, sets out comparative Basic Operating Income and extra-formula grant statistics for 1973-74 (present formula) and 1974-75 (proposed formula) for Trent University. The 1974-75 data is based on a zero-growth situation in the current year and assumes only the Subcommittee's inflation factor of 5% and a \$1,400,000 adjustment grant. Under these assumptions, the University would obtain an increase in income in 1974-75 of only \$78,000 above 1973-74. At the same time, a provision of only 5% for salary and wage increments of present personnel would require an additional \$260,000, and this increase would have to be met after providing for inevitable increases in utilities and other fixed costs.

It is evident then, that while the University supports the general principles of the proposed new formula, it can support it in detail only if:

- (a) the final formula provides reasonable support for all current activities and total levels of expenditure; and,

(b) adjustment grants are based on actual 1973-74 enrolments.

If a satisfactory level of adjustment grants can be mutually agreed upon, Trent university would endorse the proposal as a significant compromise for financing university operations. While we believe a still higher weight for undergraduate arts students is reasonable and warranted, we realize that 1.25 is a workable compromise, for the short-term, if adequate financing can be obtained for the smaller universities through the mechanism of adjustment grants.

4. *Can you suggest a method for arriving at the BIU value for 1975/76?  
What BIU value does your method yield?*

As we indicated above, it is essential that current levels of operating expenditures continue to be funded through the normal mechanism of the formula (plus compensatory grants, if the present system is to be maintained). Recognition of current expenditures as the minimum operating base is particularly relevant in the case of Trent University, since no significant increases in enrolment can be foreseen over the next two or three years.

In addition to this basic income, the 1975-76 B.I.U. value must be sufficient to provide for normal increases in prices and, in particular, for reasonable salary and wage increments. Because salaries, wages and benefits comprise 75% to 80% of the Ontario universities' operating budgets (79.5% at Trent in 1973-74) we believe that the B.I.U. value, if it is to be realistic, must be set in relation to current rates of increase in the cost of living

and to prevailing rates and patterns of salary and wage settlements in the province.

At the very least, such general guidelines must, in our opinion, form the basis on which B.I.U. increases are determined. It is presently far too early to assess 1975-1976 requirements, but current indicators show that, realistically, the B.I.U. should be increased by 8% to 10% for 1974-1975.

TRENT UNIVERSITYProposed Revision to Operating Grants FormulaNo-Growth Model - 1974-19751. Assumptions:

1. 1973-1974 B.I.U.'s are equal to 1972-1973 B.I.U.'s  
(i.e. - 1972-1973 enrolment of 2,267 F.T.E.'s =  
2,807 B.I.U.'s achieved in 1973-1974)

2. Inflation factor - 5%

2. Basic Operating Income ComparisonsProposed Formula: 1974-1975

Standard grant (same as 1973-1974)	\$5,200,000
Add:	
Proposed adjustment grant	<u>1,400,000</u>
	\$6,600,000
Add:	
Inflation factor - 5% x \$6,600,000	<u>330,000</u>
	\$6,930,000

Present Formula - 1973-1974

Standard grant	5,200,000	
Compensatory grant	<u>1,652,000</u>	
Basic operating income		
1973-1974		<u>6,852,000</u>
<u>Increase in grant income for 1974-1975</u>		<u>\$ 78,000</u>

3. Salaries and Wages:

Per C.O.F.O.-U.O. budget report for		
1973-1974		\$5,200,000
Cost of increments -		
at 5%	\$260,000	
at 8%	\$415,000	

4. Comments

1. Adjustment grants must be based on actual 1973-74 enrolments. Assuming that the "compensatory formula" was used in arriving at \$1,400,000 based on Trent's target enrolment, an adjustment grant of \$1,650,000 - \$1,700,000 would appear more appropriate.



2. Mechanics for the "sharing" system under the guaranteed income proposal are not clear.  
i.e. - Brock's estimated increase in grants is \$120,000 with no loss of income;  
Trent's increase is \$70,000 with a subsequent "sharing" loss of \$6,000.
3. Presumably the cost-of-living increase will be tied to an established index - preferably reflecting a 12-month change in the calendar year prior to the grant year.

September 6, 1973

## XI. FINANCE-CAPITAL

1. *How should cyclical renewal be generated?*

The manner in which a cyclical renewal allowance is generated should relate adequately to the capital cost components it is intended to fund. In the absence of other means of financing for this purpose, the entitlement should provide enough money to cover the capital upkeep of all physical resources of the type initially funded by the Interim Capital Formula. Thus, an annual allowance for this purpose should be sufficient to amortize, over the life-span of the facilities concerned, the total cost of:

- (a) repairs to and replacement of major building elements;
- (b) alterations and renovations to meet obsolescence; changes in usage or building code requirements;
- (c) periodic replacement of furniture, furnishings and users' equipment;
- (d) eventual replacement of the entire plant.

A methodology has recently been developed for estimating the annual cost of item (a) above, and it was indicated that for university buildings, this cost should average, per year, about 1-1/2% of the original cost. Very conservatively, this cost might be assumed to be a minimum of 1% of the original project cost.

A review of the actual cost of (b) at two Ontario universities indicated that these costs averaged 1-1/2% per year of original cost. Again, conservatively, this cost might be taken as 1%.

The cost of furnishing and equipping a university build-

ing normally averages 15% of total project cost. If over-all replacement were required only twice through the life of the building, this would rise to 45% and, spread over say 45 years, would average 1%. Item (c) might then be estimated, conservatively, at 1/2% annually.

Referring to item (d), an allowance of fifty cents per year invested at 6% will produce \$100 after 45 years. Stated another way, it would require, each year, 1/2% of initial cost to finance a replacement building after 45 years.

In the above, figures have been used rather loosely and conservatively - and it should be pointed out that nowhere have the effects of inflation been considered. Nevertheless, simple addition of the above four cost components indicates that a cyclical renewal allowance of about 3% of initial cost would seem appropriate. Compare this to the present entitlement of about 1%!

In the past, universities were able to include many alteration and replacement costs in major capital projects. The present moratorium on capital grants, however, together with increased constraints on operating funds for plant and equipment maintenance, aggravates and increases the need for realistic cyclical renewal allowances.

2. *Do you foresee difficulties in adjusting your physical plant to changing student preferences?*

For Trent University, the problems of adapting our physical plant, both in design and operation, to changing student moods are already upon us. The time frame in which

a major facility can be conceived and built is about equal to the three-or four-year cycle of student turn-over, and it would require a soothsayer to predict what any group of students arriving four years hence would find acceptable.

Some evidences of shifting preferences, nonetheless, have been observed. The conventional dormitory type of residence is not now as popular as the apartment-type unit, which allows more togetherness; double rooms in either kind of facility are quite out of favour - even at lesser rents. Unless equipped with pool tables, dart boards and the like, lounges and common rooms are no longer used extensively, although they are as likely to be occupied in the middle of the night as at mid-day. In addition to recreational and browsing areas, there is a demand to keep study areas open almost around the clock. Students and others stress the need for space in which arts and crafts can be practised, and for university-subsidized facilities for the care of children.

All of the above implies greater costs, with more space to maintain for more hours of the day; whereas the current climate of financial stringency dictates the opposite trend.

Further, with enrolments in the physical sciences apparently not increasing, and with increasing enrolments in the humanities and social sciences, imbalances may appear in the use of space, with heavily serviced physical science space being frequently under-used. Such space, obviously, is difficult to convert or adapt to alternative purposes.

If the present trends continue, however, consideration may have to be given to the cost/benefit implications of



converting existing residential and academic space to types more compatible with needs. In planning new facilities, greater emphasis will have to be put on adaptibility to change, even at a greater initial cost.

The most succinct response in answer to the Committee's initial question is, quite simply, "None that money wouldn't solve."

3. *Do you have a policy on the allocation of space amongst faculties, department, administration, etc.?*

It is the task of the Senate's Site Development Committee to ensure reasonable allocation and use of existing space among various departments and users. This Committee receives and reviews all requests pertaining to space allocation. No specific internal "formula" or "standard" is employed; commonsense and a desire for equity guide the Committee's work.

## XII. ECONOMIES

1. *In effecting economies, what have been your priorities? What has been in each of the last two academic years the respective rates of attrition (through retirement, termination of contract, resignation etc.) of teachers, administrators, technicians, physical plant employees, etc.? What have been the rates of replacement in each of these categories? What economies have been effected in the level of service of physical plant operations?*

In the course of the past year at Trent University, a process started in which the entire university community - students, faculty and staff at all levels - participated in a thorough review and reconsideration of all aspects of the university's life. The open discussions that ensued over a period of months led to conclusions which have re-affirmed many of the university's longest-held principles and priorities. The commitment to small-group teaching, the desire to maintain Trent's system of residential-teaching colleges, the importance of preserving security for all persons in the community whose livelihoods depend on the university, and, perhaps foremost, the resolve and recognition that Trent has achieved the status of a viable university offering liberal arts and science programmes as its intellectual core - have emerged as the principles and priorities to be promoted and safeguarded at Trent University.

What prompted university-wide discussion and debate in the past year was recognition of possible patterns emerging for Trent in the 1970 s - anticipating steady or declining enrolments, reductions in levels of special funding, and other financial pressures arising from inequities inherent in the present formula financing system. At the President's

initiative steps were taken to begin to meet the demands of these circumstances.

In the fall of 1972, the President requested departments to make reductions in expenditure totalling \$150,000. At the same time, the budget committees recommended that no new staff should be appointed, nor those leaving, replaced, without prior approval, and that all expenditures be reduced to minimum levels. From such steps, reductions totalling \$300,000 were anticipated; by the end of 1972-73, actual expenditures were, in all, almost \$600,000 less than originally budgeted. Such curtailment has, however, taken its toll.

Early in 1973, the President outlined to the university community a series of longer-range proposals designed to reduce annual expenditures by between \$400,000 and \$500,000. These proposals aroused immediate and widespread recognition of the seriousness of the university's anticipated financial future. At a planning session, at which all segments of the university community were represented, the impetus was given for the creation by Senate of a Special Review Committee, consisting of faculty, students, support staff and administration personnel, to examine every aspect of the university's goals and operations. In a report to the university this Committee identified areas and procedures by which it might prove possible to effect substantial and continuing reductions in expenditures. The numerous suggestions are now under review to determine which might be feasible without compromising to the breaking point the small-

group teaching and the collegiate system which are the hallmarks of Trent's distinctive role among the Ontario universities.

A policy of attrition, established for all areas of the university except academic staff, has resulted in 22 positions not being filled when they became vacant. Some further reductions in staff by attrition are anticipated, but it is improbable that the process can be permitted to go much further, for signs of serious damage to the operation of the university are already becoming apparent.

Beginning with a budget of about one million dollars, a reduction of \$120,000, or 12%, was effected in physical plant operations for the fiscal year 1972-73 - the largest saving in any single department in the university. Some economies resulted from staff attrition, involving 1 out of a total of 2 draftsmen, 3 of 6 carpenters, 1 of 6 groundsmen, 2 of 4 secretaries, 1/2 an administrator, and 2 of 20 caretakers. A further caretaking economy is now in effect as a result of reducing working hours from 45 to 42-1/2 hours per week and hiring students for weekends. Some personnel reduction was offset by declining capital development, but for the most part the dollar saving is reflected in curtailed services.

Substantial savings in utility costs have come about through good luck with the weather and cut-backs in lighting levels, heating, air conditioning and ventilation (fresh air intake has in some cases been cut to below 10% for people, but is holding at 100% for animals). Communications costs were



reduced by about \$15,000, by eliminating some telephones and removing hardware on others.

A further reduction in the level of service will effectively occur this year because Otonabee College, with a floor area of almost 200,000 gross square feet, has been opened, while few additional staff can be hired. The same applies for site maintenance; a reduced staff will be required to look after an additional 20 acres of grounds and parking lots.

As the number of staff per unit of work diminishes (we have fewer physical plant staff now than 4 years ago) there must obviously be a reduction in the level of service. The effects are numerous: reduced frequency in such operations as house-cleaning, grass cutting and snow clearing; there will be more deferred maintenance, and increasing temptation to neglect preventive maintenance of mechanical systems; needed improvements and repairs will not be done as quickly as desired, and the minimal data recording undertaken in the past will be neglected.

In summary, there will be a general dilution in the quality and promptness of service, with noticeable delays in attending to lower priority items, and more complaints from clientele. Of equal concern will be the premature deterioration of plant. In effect, monies "saved" through forced economies must later be returned to pay for repairs and replacements in the future.

## XIII. MISCELLANEOUS

1. *To what extent are your facilities available to persons and organizations not directly associated with the university (e.g. community colleges, community organizations, private individuals, conventions.....)?*

Trent University facilities have been made available to a large number of individuals and groups having no direct relationship to the university. The Thomas J. Bata Library, which is open for reference to any interested persons in the community, last year lent more than 1,300 items for some 300 registered outside borrowers. In addition, the library is used during days and evenings by students in local schools and other post-secondary institutions, and the volume of references undertaken for enquirers from outside has grown to about 10% of the total reference service.

In the past year, Trent served as conference host to more than 3,000 persons, representing some 30 to 40 organizations. In late May, for example, Trent University facilities were used for the Ontario Tri-Level Conference, for which some 200 conference delegates were successfully accommodated. Although facilities are minimal, there is a continuing and growing use of Trent's present athletic equipment and facilities (two squash courts, several tennis courts, an outdoor track and playing field and, in winter, the "bubble") by various educational, business, industrial, service and professional organizations, as well as by individuals, in the Peterborough community. Several of these organizations (with members numbering in thousands) have written recently to urge that Trent University proceed in its plans for an athletic-recreational facility and to offer their interest and support for such a project.

2. *What are your views on the proposed METANET computer network?*

Trent, unlike other Ontario universities, does not maintain a computer on campus but instead purchases computer time from other universities and commercial utilities. This approach to computing has resulted in one of the lowest "costs-per-BIU" for computer services in the province.

The recent expansion in the Trent-Carleton data communications link has enabled Trent to obtain nearly all of its academic computer services from the Carleton computer centre; some administrative work is carried out on the University of Toronto system. Trent has been well served under these arrangements which have provided versatile, powerful computing service at minimum costs.

Being committed to computer resource-sharing, we fully support the development of a distributed data communications network (such as METANET) to link Ontario universities and to provide a means to rationalize computer costs. We agree that some central authority for computing in all universities must be established before network implementation. However, until a centralized coordinating body is set up, every form of encouragement should be given and work should proceed on limited-scale resource-sharing arrangements as the Trent-Carleton link. Inter-university trade of specialized computer services should also be encouraged in order to promote the environment and spirit of cooperation necessary to ensure the success of a project like METANET.

*3. What are your views on University Library Coordination?*

Interlibrary loan (ILL) operations are becoming more and more costly. While Trent's costs are quite low, costs for larger institutions are high. Some libraries are now considering levying a service charge for all loans made to other libraries. Greater reliance on ILL would probably increase the likelihood of such charges.

Using actual cost figures based on recent U.S. experience, an estimate of the true cost of interlibrary loan was made for the Ontario system, and it was found that in 1971-72 the ILL traffic volume "cost" the fourteen libraries in excess of \$750,000 for that year.

From the point of view of users, the problem that has not yet been resolved is the length of time - the delay - required to complete ILL transactions. Another problem, which might arise, is the danger that "protectionism" may become accepted policy: in order to have books available for their own clients, libraries may begin restricting materials, putting more works on limited circulation or refusing to lend them through ILL. Under the current ILL arrangements, a decision to lend or not belongs to the owning library. What will happen if, through coordination, there are only two or three copies of a work in the Province?

The point of the foregoing is not to decry the working of the interlibrary loan system, for it has proved to be a useful service for students and faculty at Trent, but to urge that caution is necessary in developing coordination to ensure that hidden costs or the imperatives of the system do not override the real needs and interests of individual library users.

A matter of concern at Trent University arising out of proposals and discussions about a new system of library coordination is that, as presently envisaged, the system would encompass research collections, exclusive of undergraduate collections. We do not believe it is possible to separate



research and undergraduate collections in any "hard and fast" way, certainly not beyond the second-year undergraduate level, and we are concerned consequently that small universities may find themselves without any useful collections, or the means to develop these. Under a scheme of coordination, such as is being proposed, it becomes easy or inevitable for government (or an advisory committee) to control library expenditures (and, hence, library policy and development) for the system as a whole.

Many other questions arise. We wonder, for example, what happens under a highly centralized system to specially funded library collections, such as Trent's developing Canadiana collection funded variously by the Leslie and Gertrude Frost Memorial Fund, Donner Canadian Foundation, Ford Motor Company, and Shell Oil Company?

Coordination implies much more than cooperation. The latter has improved significantly among academic libraries in Ontario in recent years, although there is still room for improvement. Such developments as an Ontario Universities Library Coordination System have considerable potential provincially; however, we are not easily convinced that such a development can save money and serve better for Trent University than present practice.

4. *Do you have formal grievance procedures available for staff and students?*

Staff Grievance procedures

Faculty at Trent have two formal channels through which concerns may be expressed. The Association of the Teaching

Staff, affiliated with OCUFA and CAUT, may act on an individual's behalf if requested to do so. A Committee on Academic Personnel is also responsible, under authority of the Senate, for the instigation and implementation of procedures under specific circumstances: for example, a faculty member's appeal against a decision not to re-hire at the end of a probationary period.

Formal grievance procedures are set out in Trent's Second Report on reappointment and tenure which is currently under revision.

Elected representatives of the secretarial and office staff form the majority of an advisory committee established to examine and review policies concerning conditions of employment for these staff members, and the Committee's terms of reference include formal procedures for the receipt and investigation of petitions and grievances.

Formal procedures have not been committed to writing for members of the hourly-paid staff. However, each staff member receives a handbook setting out clearly the University's employment policies and benefit plans, and the relatively small size of the staff encourages free expression of concern and opinion.

#### Student grievances

Students may appeal assessments of term work during the academic year to the course instructor in the first instance and, subsequently, if necessary, to the department chairman. Every student has the right to appeal final standing in any course, regardless of grade, but term grades will not nor-

mally be reassessed.

Any student at Trent University who believes that the application of university regulations has worked an undue hardship may appeal in the first instance to the department or committee chairman responsible for the initial ruling; such appeals may subsequently be referred to the Senate Undergraduate Studies Committee or the Committee on Academic Standing. After taking all other means of appeal, a student who still feels an undue hardship has been worked may appeal to the Senate Special Appeals Committee which renders a final decision.

In addition to these formal channels, the pattern of small-group teaching and the collegiate system at Trent provide avenues for close and direct communications between individual students and their tutors and other members of the university.

## LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

## Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78	1978 -79
a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	701	879	670	700	710	720	730	750
b. Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	1,764	1,805	1,834	1,850	1,875	1,900	1,925	1,950
c. Total Graduate (Fall-Term)	12	8	11	18	22	25	25	30
d. Total Full-Time Enrolment (b) plus (c)	1,776	1,903	1,845	1,868	1,897	1,925	1,950	1,980
e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students)	281	364	405	425	435	445	450	460
f. FTE Enrolment (d plus e)	2,057	2,267	2,250	2,293	2,332	2,370	2,400	2,440

August 1973



UNDERGRADUATE ENROLMENT DATA

DEGREES AWARDED BY LEVEL

	<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>	<u>1974-1975</u> <u>PROJECTED</u>	<u>1975-1976</u> <u>PROJECTED</u>	<u>1976-1977</u> <u>PROJECTED</u>	<u>1977-1978</u> <u>PROJECTED</u>	<u>1978-1979</u> <u>PROJECTED</u>
<u>GENERAL DEGREE</u>								
<u>B.A.</u>	248	320	330	340	315	320	300	300
<u>B.Sc.</u>	62	83	90	95	85	85	80	80
<u>Other (Specify)</u>								
<u>HONOURS DEGREE</u>								
<u>B.A.</u>	60	73	75	80	75	75	70	70
<u>B.Sc.</u>	28	22	25	28	25	20	20	20
<u>Other (Specify)</u>								

58.

FIRST PROFESSIONAL DEGREE  
(Specify)

TOTAL DEGREES

398      498      520      543      500      500      470      470

GRADUATE ENROLMENT DATA  
GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>	<u>1974-1975</u> <u>PROJECTED</u>	<u>1975-1976</u> <u>PROJECTED</u>	<u>1976-1977</u> <u>PROJECTED</u>	<u>1977-1978</u> <u>PROJECTED</u>	<u>1978-1979</u> <u>PROJECTED</u>
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AGGREGATE FIGURES

Master's	2	6	5	11	17	22	25	30
Doctoral								
Other (Specify)								
Total	2	6	5	11	17	22	25	30

FIGURES BY DISCIPLINE AREAHUMANITIES AND RELATED

Master's			3	5	6	7	7	8
Doctoral								
Other (Specify)								
Total			3	5	6	7	7	8

SOCIAL SCIENCES AND RELATED

Master's					2	4	5	6
Doctoral								
Other (Specify)								
Total					2	4	5	6

AGRICULTURAL AND BIOLOGICAL SCIENCES

Master's						2	4	5
Doctoral								
Other (Specify)								
Total						2	4	5

MATHEMATICS AND THE PHYSICAL SCIENCES

Master's	2	6	2	6	9	9	9	11
Doctoral								
Other (Specify)								
Total	2	6	2	6	9	9	9	11

GRADUATE ENROLLMENT DATA  
DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)

<u>BY DISCIPLINE AREA</u>		<u>1970-1971</u> <u>ACTUAL</u>	<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>
<u>AGGREGATE FIGURES</u>					
Full-Time	- Master's	10	9	7	6
	- Doctoral				
	- Other (Specify)				
	- Total	10	9	7	6
Part-Time	- Master's	1	-	1	1
	- Doctoral				
	- Other (Specify)				
	- Total	1	-	1	1
<u>FIGURES BY DISCIPLINE AREA</u>					
<u>HUMANITIES AND RELATED</u>					
Full-Time	- Master's		7	4	2
	- Doctoral				
	- Other (Specify)				
	- Total		7	4	2
Part-Time	- Master's			1	
	- Doctoral				
	- Other (Specify)				
	- Total			1	
<u>MATHEMATICS AND THE PHYSICAL SCIENCES</u>					
Full-Time	- Master's	10	2	3	4
	- Doctoral				
	- Other (Specify)				
	- Total	10	2	3	4
Part-Time	- Master's	1			1
	- Doctoral				
	- Other (Specify)				
	- Total	1			1



